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Evaluation of the University of Warwick's
outreach programme, UniTracks: The Warwick
Young Achievers' Programme:

Report 8

**UniTracks' Big Deal, Shooting the Past, and
Mentoring, 2018.**

Stephen M. Cullen.

6 September, 2018.

Centre for Educational Development, Appraisal and Research (CEDAR),
University of Warwick



Contents

Executive summary	3
Overall findings	3
Recommendations	4
1. Background	6
1.1 Core offers from UniTracks, 2016-2018.....	6
1.1.1 UniTracks offers and evaluation, 2016-2017	6
1.1.2 UniTracks, and its evaluation, 2017-2018.....	8
1.1.3 This evaluation report.....	12
2. The Big Deal	13
2.1 The survey data.....	13
2.2 Survey responses, pre and post-competition	14
2.2.1 Running a business.....	14
2.2.2 Expectations of the competition.....	15
2.2.3 Perceptions of the impact of the Big Deal on respondents' futures	15
2.2.4 Conclusions	16
2.2 The Big Deal interview data	17
2.2.1 The young people's views	17
2.2.2 The teachers' views.....	20
2.2.3 The mentors' views.....	21
2.3. The Big Deal 2018, conclusions.....	22
3. Shooting the Past	23

3.1 The survey data.....	23
3.2 Survey responses, pre and post-project	23
3.2.1 Making a film about local history.....	24
3.2.2 Expectations of Shooting the Past	25
3.2.3 Perceptions of the impact of Shooting the Past on respondents' futures	25
3.2.4 Conclusions	25
3.3 The Shooting the Past interview data	26
3.3.1 The young people's views	26
3.3.2 The teachers' views.....	29
3.3.3 The mentors' views	31
4. E-mentoring	36
4.1 E-mentoring engagement data	36
4.1.1 E-mentoring engagement for the Year 11 scheme	36
4.1.1 E-mentoring engagement for the Year 12 scheme	37
4.1.1 E-mentoring conclusions.....	37
5. Conclusions	37
Appendix 1. Surveys.....	40

Executive summary

Overall findings

The 2017/18 UniTracks programme delivered a number of projects for UniTracks members: the Year 10 UniTracks launch, and the start of 'We Are UniTracks'; the Big Deal competition; Shooting the Past; Year 11 GCSE Bootcamp; Year 12 'Mini-Research' project; and the Year 13 A level Bootcamp. However, some other projects that had been planned for 2017/2018 failed to be presented, or were only partially presented: Year 11 e-mentoring; Year 12 e-mentoring; and the Year 12 academic assignment.

Difficulties in carrying out the evaluation limited the ability of the evaluation to gather impact data. It was only possible to gather snapshot impact data, which suggested:

Big Deal:

- Both the survey data, and the interview data suggest that the young people had high expectations of the competition, which were largely fulfilled; that they were a well-motivated group; and that the impact of taking part was more notable in terms of skills and knowledge than ideas about the young people's futures.
- In terms of the experience of taking part in the Big Deal, the highlighted experiences were visiting the University of Warwick, having an overnight, residential, experience, and being able to talk to university undergraduates.

Shooting the Past:

- Shooting the Past participants had a positive experience of the project, were motivated to do well, and remained interested in the various aspects of film-making and history covered by Shooting the Past.
- Shooting the Past provided additional incentives to already motivated young people to attend a research-led university.
- Shooting the Past had most impact in terms of research project experience, team working, and confidence-building.

E-mentoring:

- Difficulties with the presentation of e-mentoring in 2017/18 prevented any conclusions being made.

Recommendations

The following recommendations are made:

- The difficulties with establishing and delivering the e-mentoring projects must be addressed. The value of e-mentoring for UniTracks had already been established¹, but that successful delivery was not repeated.

¹ Cullen, Stephen M, & Thomas, Ruth (September 2017), *Evaluation of the University of Warwick's outreach programme, UniTracks: The Warwick Young Achievers' Programme: Report 7: E-mentoring, 2016-2017*, CEDAR, University of Warwick.

- Notwithstanding difficulties with the delivery of the Year 11 and Year 12 e-mentoring schemes, the low engagement rates, in addition to some of the evidence provided by Shooting the Past student mentors in relation to their e-mentoring, suggest that the running of e-mentoring needs to be closely examined. Further work needs to be done to ensure full engagement with any successfully delivered e-mentoring project.
- As with previous evaluations, the evidence suggests that the role of Warwick undergraduates in acting as Ambassadors and mentors is highly valued by UniTracks' members. Some thought should be given to ways in which the UniTracks' members can benefit from more face-to-face contact, and other support from Warwick undergraduates.
- Visiting and residential stays at the university have high impact value, and more opportunities for visits and residential stays at the university should be considered, especially for Year 11, 12, and 13 UniTracks' members.
- There is some evidence that many UniTracks students are already highly motivated to perform well at school, and have high aspirations in terms of university choice and career expectations. UniTracks can still offer impact value for such students, but it is likely to be marginal. Some work might be undertaken with schools to draw in pupils who have lower expectations and aspirations, but who still meet the UniTracks' criteria.
- Any future evaluations need to receive much more support, both from UniTracks and from schools.

1. Background

1.1 Core offers from UniTracks, 2016-2018

1.1.1 UniTracks offers and evaluation, 2016-2017

UniTracks forms part of the University of Warwick's widening participation programme. It engages between 440-520 school students from Years 10 – 13 (ages 14 – 18 years) in a programme of outreach and widening participation events aimed at talented/highly able school students (top 10-5% nationally) from 23 partner schools. The participating school students all meet strict eligibility requirements relating, for example, to no parental history of higher education, residents of low participation neighbourhoods, and residents of areas of significant socio-economic deprivation. The overriding aim of UniTracks is to support school student members to successfully apply to the UK's most competitive, research intensive universities.

Each of the UniTracks' cohorts are offered differing interventions, events and support for each year of their membership. The Year 10 members have been offered three events in their first year as UniTracks members. These were: the Launch Day at the University of Warwick, the Big Deal Enterprise Challenge (Big Deal), and the 'Shooting the Past' Competition. The Big Deal competition is an established part of UniTracks, and earlier University of Warwick outreach work, and gives young people the chance to take part in a business and enterprise focused project. This well-established scheme has proved itself as a popular and effective programme, and, in its current incarnation, has been evaluated by the Centre for Educational Development, Appraisal and Research (CEDAR) in 2016 and 2017². In addition, the same cohort has been offered, since 2016, an alternative, history and film-

² Cullen, Stephen M., (July 2016) *Evaluation of the University of Warwick's outreach programme, UniTracks: The Warwick Young Achievers' Programme: Report 2: The Big Deal Enterprise Challenge*, 2016, CEDAR, University of Warwick. Cullen, Stephen M., & Thomas, Ruth (July 2017), *Evaluation of the University of Warwick's outreach programme, UniTracks: The Warwick Young Achievers' Programme: Report 5: The Big Deal Enterprise Challenge*, 2016, CEDAR, University of Warwick.

focused, project, 'Shooting the Past'. In its first presentation, various difficulties led to its cancellation³, but the following year saw a successful presentation of the programme⁴.

For Year 12 members of UniTracks, the academic year 2016-2017 saw the first offering of an e-mentoring scheme. The scheme, operated in partnership with the Brightside Trust⁵, was evaluated by CEDAR⁶, and was a successful offering for the Year 12 members. There was evidence from the mentee data that the process of mentoring had strengthened mentees' attitudes in respect of their academic work, understanding of university, and their ability to make informed choices about degree and university choices.

Year 11 and Year 13 members of UniTracks are offered support during the period of their public examinations – GCSE and A level. In 2017, CEDAR evaluated the Year 11 offer, which is a 'GCSE Bootcamp'. The 'Bootcamp' is a residential GCSE revision course in one of four subjects, mathematics, English language, chemistry or physics. It involves a two night stay at the University of Warwick, and two and a half days of revision teaching and learning. The CEDAR evaluation showed that the 2017 presentation was a successful one for the UniTracks members⁷.

³ Cullen, Stephen M, (July 2016), *Evaluation of the University of Warwick's outreach programme, UniTracks: The Warwick Young Achievers' Programme: Report 3: 'Shooting the Past'*, 2016, CEDAR, University of Warwick.

⁴ Cullen, Stephen M., & Thomas, Ruth, (August 2017), *Evaluation of the University of Warwick's outreach programme, UniTracks: The Warwick Young Achievers' Programme: Report 6: 'Shooting the Past'*, 2017, CEDAR, University of Warwick.

⁵ <http://www.thebrightsidetrust.org/>

⁶ Cullen, Stephen M, & Thomas, Ruth (September 2017), *Evaluation of the University of Warwick's outreach programme, UniTracks: The Warwick Young Achievers' Programme: Report 7: E-mentoring, 2016-2017*, CEDAR, University of Warwick.

⁷ Thomas, Ruth, (May 2017), *Evaluation of the University of Warwick's outreach programme, UniTracks: The Warwick Young Achievers' Programme: Report 4: UniTracks: GCSE Bootcamp*, CEDAR, University of Warwick.

1.1.2 UniTracks, and its evaluation, 2017-2018

1.1.2.1 UniTracks planning for 2017-2018

UniTracks' planning for the academic year 2017-2018 envisaged the following elements being offered to the members:

Year 10:

14th October, new cohort Launch Day at Warwick, and start of project, 'We are UniTracks'.

12th/13th January, launch of Big Deal and Shooting the Past

End of March, Big Deal presentations and Shooting the Past screening event.

Year 11:

5th/7th April: Year 11 GCSE Revision Bootcamp.

Following the Bootcamp, e-mentoring programme (this was dependent on contract negotiations with the Brightside Trust).

Year 12:

E-mentoring, to start at the beginning of the January term (this was dependent on contract negotiations with the Brightside Trust).

'Mini-research' project to take place at Warwick, 22nd/23rd February.

Academic assignment.

Year 13:

4th/6th April: A level Bootcamp.

In the event, there were difficulties with a number of the planned projects and programmes. The difficulties encountered in the delivery of some of the planned projects impacted upon the evaluation.

As in previous years, the evaluation for 2017/18 focused on the core offers of the Big Deal, and Shooting the Past. There had been an intention to collect data on the e-mentoring schemes for the Y11 and Y12 members of UniTracks, but although the mentors were recruited, initial interviews with five of them during the Easter vacation revealed that very little work had been carried out at that point. Similarly, had the other projects been delivered to schedule there would have been data collected for the evaluation. The planned projects were not, however, all delivered. Problems were experienced with the following projects:

Year 11 e-mentoring: difficulties with negotiations between UniTracks and the Brightside Trust led to the late implementation of the project, and take-up was 'mixed', with lower than expected take-up.⁸

Year 12 e-mentoring: this project started later than planned, which impacted on the evaluation (see 1.1.2.2 below).

Year 12 academic assignment: this project did not run.

Nonetheless, in addition to the Year 10 projects being run (Launch Day, the Big Deal and Shooting the Past), along with the two revision Bootcamps, 'We Are Unitracks' operated, with 12 podcasts on the theme of 'Local Heroes – Community Champions' being made by Year 10 UniTracks members:

⁸ Information provided in e-mail from UniTracks, 30 July, 2018.

<https://warwick.ac.uk/study/outreach/whatweoffer/unittracks/cohort13podcasts/>

(accessed, 21 August 2018). In addition, ten UniTracks Year 12 students took part in a two day residential research project (run jointly by UniTracks and Realising Opportunities)⁹.

1.1.2.2 The evaluation, 2017-2018. Plans and data collection.

The evaluation focused, as before, on the two core offers for the Y10 UniTracks' members, that is the Big Deal Enterprise Competition, and Shooting the Past. The intention had been to collect data on more UniTracks' projects, but difficulties (see 1.1.2.1 above) prevented a wider evaluation. For example, the evaluation of the e-mentoring for the Y11 and Y12 members did not take place due to the late running of those projects, and only basic engagement data is presented here (see 4 below).

The evaluation of both the Big Deal and the Shooting the Past programmes had the following data collection elements:

- A pre-project electronic, 'SNAP', questionnaire survey, designed by the CEDAR evaluation and delivered by UniTracks.
- A post-project electronic, 'SNAP', questionnaire survey, designed by the CEDAR evaluation and delivered by UniTracks.
- Recorded, fully transcribed, semi-structured interviews with UniTracks members, mentors, and school staff for each of the projects.

The SNAP surveys were designed by CEDAR, and delivered by UniTracks. Both pre-project surveys were delivered prior to the start dates of each project (12th/13th January). However,

⁹ The project has an introduction: <https://warwickunitracks.wordpress.com/>

the post-project surveys were delivered late by UniTracks, and were completed by very few of the young people during late April and early May (Details below, table 1). Word document copies of the surveys are presented in Appendix 1. The interviews with UniTracks' members, school staff and mentors were conducted using semi-structured interview schedules (Appendix 2), and were, with informed consent, recorded and fully transcribed for analysis. Data collected is presented in Table 1.

Table 1: Data collected for the evaluation, 2017-2018.

Project	Interviews	SNAP surveys
Big Deal	School staff: 3	
	Mentors: 2	
	Young people: 3	16 pre-project 10 post-project
Shooting the Past	School staff: 3	
	Mentors: 6	
	Young people: 6	10 pre-project 4 post-project

The previous evaluation of the Big Deal, in 2017, provided evidence that the Big Deal was a successful offering that was valued by participating young people, business mentors and school staff, and that:

‘The experience of being involved with the Big Deal, and the impact of the competition on the young people were positive. Participating in the competition enhanced skills and confidence in key areas relating to learning, school work, and post-school choices. Further, attending the Big Deal Launch Days, staying at the

University of Warwick, working with the Warwick Business School and the business mentors, all had positive effects on the young people. The young people's sense of opportunities open to them in the future, their understanding of university life and study, and their longer-term aspirations were all enhanced by participation in the Big Deal.'¹⁰

The aim for the evaluation of the Big Deal 2018 was to enhance the picture relating to the impact on the young people of taking part in the project.

The second, successful, presentation of Shooting the Past, in 2017, incorporated learning from the initial attempt, in 2016, to run the programme. The 2017 evaluation showed that, 'the young people, responsible school staff, and student ambassadors all reported positively on the experience of the project. Highlights for the young people included the residential Launch Days at the University of Warwick, the visit to a local archive, and the chance to research, write, film, edit and present a documentary film,'¹¹. As with the Big Deal evaluation, the aim of the 2018 evaluation of Shooting the Past was to enhance the understanding of the impact on the young people of taking part in the project.

1.1.3 This evaluation report

This evaluation report is the first of two evaluation reports to be presented for 2017/2018. This report presents the available data on the two Year 10 UniTracks; projects – the Big Deal and Shooting the Past. The focus of the reporting is on the impact of both projects, as seen by young people involved, responsible school staff, and UniTracks' mentors. The small scale

¹⁰ Cullen & Thomas (July 2017), p.57.

¹¹ Cullen & Thomas, (August, 2017), p.4.

of the sampling provides a snapshot of impact. The second 2017/2018 report will focus on an overview of the UniTracks' offer, 2016/2018.

In addition to reporting on the Big Deal and Shooting the Past, the available data, consisting of engagement reports, for both the Year 11 and Year 12 e-mentoring is also presented here.

2. The Big Deal

2.1 The survey data

The evaluation created a pre and post Big Deal electronic survey (see Appendix 1 for Word versions; the electronic, SNAP, version is no longer accessible) to be completed by all the participants prior to the start of the competition (12/13 January, 2018) and following the competition day (the planned competition day was for 26 March, 2018, but had to be re-scheduled by UniTracks to 19 April, 2018). Administration of the survey was the responsibility of UniTracks, and only 16 of the participants completed the pre-competition survey. Similarly, UniTracks was responsible for the administration of the post-competition survey which was delayed, and only 10 participants completed that survey. The intention, as with pre and post surveys, was to have a data set that comprised of responses from most, if not all, the participants. That would have enabled the generation of a data set that would have provided an individualized insight into the impact of taking part in the competition on the participant group. However, the low response rate meant that only four participants responded to both the pre and post-competition surveys. This was too low a number to enable any more than general conclusions to be drawn from the aggregated data.

2.2 Survey responses, pre and post-competition

In addition to basic demographic information, the surveys asked 14 questions grouped into three categories: 'You and the Big Deal'; 'Working in a Big Deal Team'; and 'Being involved in the Big Deal'. Responses to statements such as, 'I would like to know more about running a business' were made using a five point Likert scale. The pre-competition survey aimed to establish the respondent's hopes and expectations of their participation in the competition; while the post-competition survey aimed to establish the degree to which those hopes and expectations had been met. The low response rate, particularly for the post-competition survey, and the fact that only four participants completed both surveys, limited the usefulness of the survey data. However, some observations are made below.

2.2.1 Running a business

The Big Deal competition provides a well-structured, well established business and entrepreneurial challenge for participants. The immediate focus of the competition is to develop a range of business-related skills and knowledge. The pre-competition survey asked four questions asking respondents would they like to know more about: running a business; marketing; budgeting for business; and designing products or services for sale. The matched questions in the post-competition survey asked respondents if they were still interested in these issues. The pre-competition survey (n = 16) showed that 72% of the responses to the questions were positive ('agree' and 'totally agree'), with 20% 'neither agree nor disagree' (all percentages given here have been rounded to the nearest whole number).

Notwithstanding the low response rate for the post-competition survey (n = 10), the percentage of positive responses to the questions relating to still being interested in finding out about business was 60% (both 'agree' and 'totally agree'), and 28% neither agree nor disagree. Negative responses ('disagree' and 'totally disagree') were 9% for the pre-competition survey, and 13% for the post-competition survey.

2.2.2 Expectations of the competition

Respondents were asked in the pre-competition survey to indicate whether they expected to have an enjoyable time; whether they intended to put a lot of effort into the competition; and whether they expected to learn new team working skills; new communication skills; and new presentation skills. These questions were mirrored in the post-competition survey. The pre-competition survey showed that 84% of the respondents had high expectations ('agree' or 'totally agree') of taking part in the Big Deal in terms of the effort they would put into the competition, how enjoyable it would be, and the skills that they would learn. Those who neither 'agreed nor disagreed' represented 14% of responses, with only 3% have a negative response. The post-competition survey suggested that those expectations had been met, with 86% of respondents agreeing or totally agreeing that they had put plenty of effort into the competition, had enjoyed themselves, and had learnt new team-working, communications and presentation skills. Compared with the pre-competition survey, the negative responses were 10% of responses, with only 4% neither agreeing nor disagreeing.

2.2.3 Perceptions of the impact of the Big Deal on respondents' futures

The final group of questions aimed to gain some idea of the respondents' perceptions of the impact of taking part in the Big Deal on their future school, and post-school careers. Overall, 55% of the responses to the pre-competition questionnaire were positive ('agree' or 'strongly agree'), with 25% 'neither agree nor disagree'. Negative responses related only to the statements about being interested in a business career, and ideas about future university and career choices. The post-competition survey produced 46% 'agree' and 'strongly agree' responses, with 14% 'neither agree nor disagree', and 46% negative responses.

2.2.4 Conclusions

The low response rate, particularly to the post-competition survey, prevented a full pre and post competition comparison on an individualised basis. However, some general commentary is possible in relation to the three areas covered by the survey: learning about business; expectations of the competition; and impact.

Expectations of taking part in the Big Deal competition were high, with 84% of pre-competition responses being positive. This suggests that the respondents were motivated and also believed that UniTracks could deliver an exciting and useful project in the Big Deal. The post-competition responses suggested that those expectations were met, with 86% of responses being positive. In terms of learning about business, the pre-competition responses suggested that the young people were positive about business learning (72%), with 20% of the responses being neutral. The post-competition survey showed a fall in the positive responses (to 60%), a rise in 'neither agree nor disagree' (28%), with 13% negative response. This may have been a reflection of the limited sample (which was self-selected), the success of the competition (i.e. the young people felt that they had learnt enough about business), or some disappointment with the competition. Finally, the impact of taking part in the Big Deal seems to have been limited, with 46% of responses to the post-competition survey being negative and 46% positive. It is likely that this reflects the fact that many of the respondents already have a good idea as to future degree courses and careers.

Overall, it may be correct to say that the respondents had high expectations of the competition, which were largely fulfilled; that they were a well-motivated group of young people; and that the impact of taking part was more notable in terms of skills and knowledge than ideas about the young people's futures.

2.2 The Big Deal interview data

Three young people who took part in the Big Deal were interviewed, along with two responsible teachers, and two Big Deal student mentors. Previous evaluations have shown that the Big Deal is an effective model of business education, delivering a range of learning opportunities¹². The primary focus of the 2018 evaluation interviews was, therefore, on trying to establish the impact of taking part on the young competitors. Each set of interviews is dealt with below, with the impact focus to the fore in each case.

2.2.1 The young people's views

Three girls were interviewed, by telephone, separately, during February and March, 2018, while the Big Deal competition was still in progress. There was a high degree of commonality in the accounts given by the three interviewees in terms of their aspirations, and their accounts of the specific impact of the Big Deal (and UniTracks in general).

2.2.1.1 The young people's aspirations and the impact of visiting Warwick University

All three interviewees were highly motivated and had clear ideas of future university, subject, and career pathways. These appeared to be longstanding aspirations, and included the determination to attend research-led universities. For example, interviewee YP/BD3 said that she wanted to go to UCL, LSE, or Warwick. However, having attended the UniTracks' Launch Day at Warwick, along with the residential Big Deal launch, all three interviewees made mention of the impact of those events on them. Visiting Warwick, staying overnight, and talking to Warwick's undergraduate Ambassadors all had impact on the young people's perception of university and of Warwick as a place to apply to in the future. One of the interviewees explained:

¹² Cullen, Stephen M., (July 2016) *Evaluation of the University of Warwick's outreach programme, UniTracks: The Warwick Young Achievers' Programme: Report 2: The Big Deal Enterprise Challenge*, 2016, CEDAR, University of Warwick. Cullen, Stephen M., & Thomas, Ruth (July 2017), *Evaluation of the University of Warwick's outreach programme, UniTracks: The Warwick Young Achievers' Programme: Report 5: The Big Deal Enterprise Challenge*, 2016, CEDAR, University of Warwick.

‘I know myself and my team mates all really liked it [the Big Deal residential launch at Warwick], and we enjoyed staying in the dorms as well; my mum thought that was a really nice touch, but it was quite exciting as well, and also the teacher who took us to the thing actually went to Warwick, so we got there a bit early and she showed us round and stuff. [...] We really liked it, and we really liked the quiz in the evening, which was quite fun, and there was like a workshop about public speaking, or something else, and I made friends with people from one school in the Peak District, and somewhere in Birmingham, and we stayed friends for the whole weekend, so it was really good.’ (YP/BD2).

Talking about the value and impact of the undergraduate Ambassadors, the interviewee went on to say, ‘they’re students there [at Warwick], and you could ask them about what they thought about student life, or any pressures you had about it, and my group found that really useful,’ (YP/BD2). This view was echoed by one of the other interviewees:

‘I really liked that you got to look around the whole campus, and you had the students’ perspective of it, so they weren’t all saying positive things. They were saying this is quite small, but will be improved by the time you come here, if you come here. So they were doing good. You knew it was the truth that they were saying, that they weren’t over-exaggerating to make it sound really good.’ (YP/BD3).

2.2.1.2 The impact of the Big Deal on skills acquisition

The three interviewees identified a small number of areas where they felt that they had learnt, or developed further, important skills. These were team working, public speaking, and, more generally, improved confidence.

The respondents said that they already had team-working skills, this was usually built around pre-existing friendships – ‘the three girls [in the team] are me and two of my best, closest friends, and the boys are really close. We’ve been working as a team for so long because we debate together, so we’re quite confident in each other,’ (YP/BD1). Nonetheless, there was also a recognition that the Big Deal had brought about improved team-working skills due to the combination of weekly tasks, and the range of skills needed. An example was:

‘Everyone says this, but I’ve also learned how to work in a team more co-operatively, whereas before I wouldn’t have taken charge but I would have done the majority of the work. Because of the people I’ve been partnered with I’m quite close with most of them, so I’ve been able to learn how to let them do things as well, and not just to take charge.’ (YP/BD3)

All three interviewees talked about improved confidence as a result of taking part in the Big Deal. One of the young people gave an account that linked taking part in the Big Deal with improved confidence arising from successful team-working, which they appreciated not only as an immediate benefit, but also in terms of their future life-experience (Box 1).

Box 1: Taking part in the Big Deal – confidence-building, team working and life skills

‘I think it [the Big Deal] just helps me to have a bit more confidence in myself. I’m quite a confident person, but in the things I do it’s helped me become more confident, and coming up with ideas I was, like, “we need you to do this”. I was

more confident. It helps you to prepare to react as a team because we all had completely different experience, and obviously, when you are older you're not going to be working with people exactly like you, and it just helps you to learn different ways of working with people.' (YP/BD1).

In addition, individual business-related skill acquisition was mentioned, along with public-speaking skills. For example, one interviewee noted, 'I mentioned the public speaking thing [at the launch], which I thought was really good, and a lot about the spreadsheets, and how you do budgeting, and things like that. I thought that was all useful,' (YP/BD2).

2.2.2 The teachers' views

Both of the teachers who were interviewed stressed the same aspects of the Big Deal when it came to thinking about the impact on the young people of taking part in the competition. The stress was on the importance of visiting the university campus and the launch being a residential event. In addition, the interviewees noted the strengthening of the young people's 'soft skills', such as deadline keeping, and independent work skills. One of the teachers commented:

'I think its benefits are in terms of their soft skills and their cultural capital because some of the students (not necessarily the four that are involved this year) but some in our school for example have never really left the region, certainly would never have gone to university and gone onto a campus so even just having been in a lecture hall and knowing what that is like makes that just a bit more solid concept for them, I think that's useful. In terms of the actual skills that they learn on the

challenge are they applicable, probably the independent work skills and having to complete something without somebody on your back, because our school like quite a lot of others, is quite hands-on making deadlines met and things like that.’ (T/BD1)

The importance of visiting, and staying at the university was also noted by the other teacher:

‘That experience was incredibly beneficial, the students gained so much just actually first of all quite simply being on a campus and having the opportunity to explore a campus which is very, because we are in the [city] and it’s very, very busy around here and we do obviously have campuses but what makes Warwick a little bit special is it is quite a way from the city so first of all just the experience of being on a campus like that helped motivate them, helped boost them, they were talking about university, they were having conversations, they are 14 and 15 they were having conversations about where they’d like to go, whether they’d like to go to a campus university or not so it was very inspiring.’ (T/BD2)

This interviewee returned to the point later in the interview, stressing the importance to the young people of the overnight stay, and of ‘being immersed in that environment’.

2.2.3 The mentors’ views

Two mentors were interviewed, separately, in April and early May. Both were undergraduate student mentors, not Big Deal business mentors¹³. One of the interviewees

¹³ The evaluation did not receive business mentor contact details for 2018. These had been supplied in previous years, and their views were reported on in earlier Big Deal evaluations.

did have some online interaction with Big Deal participants, although ‘there wasn’t a massive flow of conversation between myself and the students,’ (M/BD2). This mentor went on to praise the Big Deal for showing the young people ‘a path to university’, and for helping to build ‘planning skills, even creativity in terms of the ideas that they had to put forwards, that they had to pitch to the expert,’ (M/BD2). However, the mentors were unable to give examples of impact.

2.3. The Big Deal 2018, conclusions

Following previous evaluations of the Big Deal competition which had established that it was a well-functioning project that was popular with those involved, the focus of the 2018 evaluation of the competition was to have been on impact for the young participants. Difficulties in data collection for the evaluation (see 2.1) in respect of both the online surveys and the interview data gathering, mean that it is difficult to make firm conclusions. However, the survey and interview data do suggest that taking part in the Big Deal competition was both welcomed and useful for the young people. Further, some degree of triangulation is possible; for example, the survey data regarding the impact on the young people of taking part on their future plans shows that, post-competition, only 46% ‘agreed’ and ‘strongly agreed’ with the statement that taking part had changed their ideas about their future, while 14% ‘neither agreed nor disagreed’, and 46% gave negative responses. It was suggested that this was a reflection of the young people’s high levels of motivation and aspiration. This view was borne out in the interviews with the three UniTracks’ students who all had clear educational and career aims.

Both the survey data, and the interview data suggest that the young people had high expectations of the competition, which were largely fulfilled; that they were a well-motivated group; and that the impact of taking part was more notable in terms of skills and knowledge than ideas about the young people’s futures.

In terms of the experience of taking part in the Big Deal, the highlighted experiences were visiting the University of Warwick, having an overnight, residential, experience, and being able to talk to university undergraduates.

3. Shooting the Past

3.1 The survey data

As with the Big Deal competition, the evaluation created a pre and post project electronic survey (see Appendix 1 for Word versions; the electronic, SNAP, version is no longer accessible) to be completed by all the participants prior to the start of the competition (12/13 January, 2018) and following the film showing day (24 March, 2018). Administration of the survey was the responsibility of UniTracks, and only 10 of the participants completed the pre-competition survey. Similarly, UniTracks was responsible for the administration of the post-competition survey which was delayed, and only four participants completed that survey. As with the Big Deal survey, the intention was to have a data set that comprised of responses from most, if not all, the participants. That would have enabled the generation of a data set that would have provided an individualized insight into the impact of taking part in the competition on the participant group. The low response rate did not enable this, and the remarks below are very much snapshots.

3.2 Survey responses, pre and post-project

The pre and post-Shooting the Past surveys asked a series of matched questions, answerable on a five point Likert scale. The questions were grouped into three sections, relating to interest in film making, film editing, script writing, history, and oral history; nine questions relating to expectations of Shooting the Past, including skills acquisition and approach to the project; and five questions relating to future plans and taking part in the project (see Appendix 1). The low response rate (see 3.1) limited the conclusions that could

be made from the surveys, and the findings below can only be taken as small snapshots of the Shooting the Past cohort. Each of the three sections are presented in turn below.

3.2.1 Making a film about local history

The Shooting the Past teams were tasked with making a film about the history of their local area, using archival and oral history sources. The survey questions focused on the respondents' interest in: film making; film editing; script writing; history; and oral history – the component parts of the Shooting the Past project. Overall, the majority of responses were positive for three of the five questions, with six 'agree' and 'totally agree' responses in relation to film making; seven in relation to film editing; and six relating to history. For the question asking about interest in script writing, four responded 'agree' or 'totally agree', with four 'disagree' or 'totally disagree', and two 'neither agree nor disagree'. The final question of the section, relating to oral history, produced three 'agree' or 'totally agree'; five 'neither disagree nor agree'; and two negative responses.

Although the four respondents to the post-Shooting the Past survey also completed the pre-project survey, it is not possible to say that their responses represent more than just their perceptions. Nonetheless, the four gave more positive responses to the first section questions compared to their pre-project responses. All their responses to the matching, post survey questions remained the same or showed improvement, suggesting that, for these four young people at least, the experience of Shooting the Past had either made no difference, or increased their interest in the aspects of film, and history covered in the survey.

3.2.2 Expectations of Shooting the Past

The pre-Shooting the Past survey asked seven questions relating to expectations of the project, and skills acquisition in relation to film, history, and wider skills, such as analytical skills. With four exceptions all pre-project responses were either positive, with 28% of all responses being 'strongly agree', and 45% of all responses being 'agree', with 22% being 'neither agree nor disagree'. For the four post-survey respondents, their positive expectations had been met, with no negative responses, and only three 'neither agree nor disagree' responses.

3.2.3 Perceptions of the impact of Shooting the Past on respondents' futures

The final group of questions aimed to gain some idea of the respondents' perceptions of the impact of taking part in Shooting the Past on their future school, and post-school careers. The majority of the pre-project responses were 'neither agree nor disagree', 25, with 13 negative ('disagree' or 'totally disagree'), and 12 positive ('agree' or 'totally agree'). As with the responses from the Big Deal young people, it is likely that many of them already had good ideas of their future school and post-school intentions. The four post-Shooting the Past survey respondents reflected this, with, for example, negative responses from all four in response to the question concerning a possible change in ideas about their future careers as a result of taking part in Shooting the Past.

3.2.4 Conclusions

From the limited data available, it appears that the Shooting the Past participants had a positive experience of the project, were motivated to do well, and remained interested in the various aspects of film-making and history covered by Shooting the Past.

3.3 The Shooting the Past interview data

Interviews, both by telephone and face-to-face, were carried out with young people taking part in Shooting the Past, responsible teachers, and student mentors. As with the Big Deal interviews, the primary focus of the 2018 Shooting the Past interviews was on impact. Six young people were interviewed – two together by telephone, and four in a face-to-face group interview. In addition, two responsible teachers, and five student mentors were interviewed, individually, by telephone. The data from each set of interviews is presented in turn below.

3.3.1 The young people's views

3.3.1.1 Skills acquisition

All the interviewees were able to give good accounts of the ways in which taking part in Shooting the Past had enabled them to acquire and/or improve their skills set, both in relation to generally applicable skills and to film-specific skills. The young people explained that they had benefited in terms of team working, confidence building, and working to deadlines. Examples included:

'I think what I learnt was that at the start I was really nervous, and didn't have a lot of confidence, like I'd never really done anything like that before, so, like, when we first got started I was, like, you [name of another participant] do it, you hold the camera. Then by the end I didn't want to let go of the camera. So, like, it was, yeah, I think next time, if we were to do it again, I'd be a lot more laid back, feel a lot more comfortable straight away.' (YP1)

'I found it quite a team-building experience, because before I'd never really hung out with [name of another participant] or [name] before, and while doing this project we

obviously spent, like, a night together [Shooting the Past residential launch]. It was just quite nice to get to know the people around me more and how they would deal with the situation when there's a bit of pressure as well, and I feel like all of us dealt with it very swiftly.' (YP3)

'I think it helped with deadlines as well. There was a lot of times we didn't think we'd finish it because the deadline was really close, but we got through with it, and I think that will help us with schoolwork and homework and stuff like that.' (YP2).

One of the young people gave a good account of the process of tackling their project, and the way in which the archive visit, research, and film editing came together:

'We went to the [archive name], we went and spent the day out there, getting pictures at the [name of centre] and the museum. We were gathering quotes, information, pictures, small clips and stuff, and then we came back and slowly started editing and seeing what else we wanted – "is this good?"' (YP1)

3.3.1.2 Impact of taking part in Shooting the Past on future aspirations

Two of the young people made very clear statements about how taking part in Shooting the Past had impacted on their aspirations for their futures. One explained that they had already been interested in career in film or media, and that taking part had strengthened that desire:

‘Well, I want to go into film because I’ve always desired and been interested by the concept of making films and the creative outlook that it has, and I really think that this [Shooting the Past] has helped give me a better outlook on the process that goes into it and all the many different stages of production, pre-production etc.’ (YP5)

One of the other participants described how the university-led experience of Shooting the Past – staying at Warwick, meeting staff and students – had impacted on their desire to attend university:

‘I think it was good for me because, initially I wanted to go to university, and then after experiencing what it’s like, and how it is like living in a university, and stuff like that, it made me want to go a lot more.’ (YP4)

3.3.1.4 The young people’s views overall

The young people’s overall experience of taking part in the Shooting the Past project was nicely summed up by one of them who linked attending Warwick, meeting undergraduates, team working, developing research skills, socialising and gaining in confidence (Box 2).

Box 2: A young person’s view of multiple benefits from being part of Shooting the Past

‘I feel like the experience I got from going to the university, talking to other people, and working as a team, and having, like, to go off and do research and work together, and also working with the [student] ambassadors as well – they would come over and we would ask them questions, and they would ask us

questions. I felt we could socialize with other people there, and I had a lot more confidence. At the start I hesitated to gain that confidence straight away, but once I got that university experience and started to work as a team more, I felt it really helped me back at school as well. Just generally socialising, more confident with myself and other people.’ (YP2)

3.3.2 The teachers’ views

Two teachers with responsibility for their schools’ Shooting the Past teams were interviewed, separately, by telephone. The focus of the interviews was on the teachers’ perceptions of the impact on the young people of taking part in Shooting the Past. The interviewees talked about the benefits of the project in terms of enhanced skills, experience, and increased enthusiasm for university.

3.3.2.1 Skills

Both the interviewees noted that taking part in Shooting the Past benefited the young people. In terms of the entire UniTracks scheme, the teachers valued the opportunities to widen their pupils’ experiences and to enhance subject-specific skills and knowledge (particularly through the GCSE ‘boot camp’), and more generally applicable skills. This latter was seen as one of the most valuable aspects of the Shooting the Past experience – ‘the skills are really organisation, planning, teamwork, communication – I think that all these things they absolutely had to employ,’ (STP/T1).

3.3.2.2 Wider benefits of taking part in Shooting the Past

Both teachers stressed a wide range of benefits accruing to the young people involved with UniTracks and Shooting the Past. There was a slight difference in emphasis in terms of the impact of the opportunities available, with one of the teachers arguing that the pupils

involved with Shooting the Past were already on track to achieve well and attend a Russell Group university; in this case UniTracks and Shooting the Past was experienced as a reinforcement of existing plans and attitudes:

‘I think the immediate benefits [of taking part in Shooting the Past] are the greater – the satisfaction of a job well done, the enjoyment of being in a completely different environment, the enjoyment of a devil-may-care attitude initially, “we’re away from our parents” [name] said. It was exciting, and that transfers to the increasing confidence that will give them the confidence to look beyond the school as a future for them. They’re very well motivated at school, they want to do well, they’re perfectly capable of getting very, very good grades at GCSE and A level, and going to a Russell Group university, and doing very, very well, and I think that this experience has enhanced the maturity that they already seem to possess, but I think it’s a little bit hidden, and I think the opportunities that were afforded for them with this whole process [Shooting the Past], greater contact with older people if you like, other than parents, because they don’t have older brothers or sisters who have been to university.’ (StP/T2).

The other interviewee put the Shooting the Past project into the wider context of UniTracks and the support provided by school. The interviewee argued that UniTracks provided an additional, important, element of support that was valuable because it provided a bigger picture for the young people, especially in a school without a Sixth Form:

‘Students get the opportunity to do things they wouldn’t necessarily get to do, so, especially if students come from disadvantaged backgrounds, they get the revision boot camp, they get days out of school going to different places [...] they go to universities. It’s just opened their eyes to the world and given them something they

wouldn't necessarily get otherwise. It's given them that extra base of support, they get a lot of support through school but it gives them that little bit extra, and especially seeing as they leave [the school] at the end of Year 11, UniTracks provides that consistency all the way through to the end of college.' (StP/T1).

3.3.3 The mentors' views

Shooting the Past provided student mentors and history mentors to support the young people for the project. Six of the student mentors were interviewed, individually, by telephone at the end of April and the beginning of May. Five of the student mentors were undergraduates, one a post-graduate. They came from a variety of courses, and included law, social sciences, arts, and medical science students. They all had prior experience in mentoring, either as school students themselves, or since being at university. The role of the Shooting the Past student mentors was to: attend the launch event; provide online mentoring during the period of the project; and to attend the film showing day at the end. The interviews focused on the impact of the launch day, the online mentoring, and the impact of the entire project, including the film day.

3.3.3.1 *The Launch event*

The residential launch event was attended by all the interviewees, and they gave very positive accounts of the residential event. The role of the student mentors was to support the young people while at the university, to answer their questions, and to ensure that their stay went well. The student mentors all argued that visiting, and staying overnight, at the university was important for the young people. A good account of the impact and usefulness of the residential event was given by one of the mentors who compared the Year 10 pupils on the Shooting the Past project with a group of Year 12 pupils the mentor had worked with for another project. The same mentor linked the experience of the launch event with understanding about university and the beginning of the project (Box 3).

Box 3: The value of the residential launch day

'I think staying at the university in accommodation really does help them [the school pupils] feel part of the institution, and that they are working with the institution. So, I think that was really helpful because we [pupils and student mentors] could speak about that as well – that they'd really enjoyed it, and they saw how university was. I know [in the past] I was trying to push Year 12 to start university, but these people were in Year 10 and they were already interested in how university life works, asking me questions about it and stuff [...] And I think seeing the university accommodation was really good to prepare them for university because they got the feeling of how that works. Also, in terms of their integration into the project, it really did help them because they felt part of the institution and they didn't feel shy [...] they asked questions like, "how do you apply? Is it good here? Is it nice here? Do you like it? How often do you go home?" (StP/M1)

3.3.3.4 Online student mentoring for Shooting the Past

Following the launch event, the Shooting the Past teams were supported by the student mentors via an online mentoring platform. The role of the student mentors was 'to ask them how they were doing, are they troubled by anything, do they need help, are they up to date with everything. They had to send me a draft, and I had to look through them and make sure everything made sense [...] I was basically there to help them keep up with everything,' (StP/M2). The student mentors gave varied reports of the use of the online mentoring platform. A few of the school pupils made good use of the platform, but there were other teams which made little, if any, use of it. Failure to use the mentoring platform was attributed by the mentors to some Shooting the Past pupils being quite confident without the support, and others failing to engage either with the mentor or the project.

One of the student mentors provided contrasting experiences with two different Shooting the Past teams. Mentor 3 was responsible for supporting two teams, one of which failed to engage at all, while the other, with only two members (two others dropped out shortly after the project started), did use the mentoring platform effectively. The two young people who engaged were motivated and used the mentoring platform in a way that the mentor thought was effective and appropriate:

‘They were pretty good, they didn’t ask too many questions. It was just, like, can we send you this, can we have your feedback on this, what do you think about what we’ve done? So they were quite independent in a lot of ways. They didn’t need a lot of input from me, just sort of more of a point in the right direction, as opposed to, this is what you need to be doing.’ (StP/M3)

This use of the mentoring platform contrasted with the other team’s failure to engage: ‘on the platform they never actually got in touch with me [...] I never actually heard from them. I doubt they produced any work, which is a bit worrying,’ (StP/M3). This mentor was not the only interviewee who experienced limited online contact with their Shooting the Past team. However, limited online contact did not, in the view of some of the mentors, necessarily mean that there were problems with the teams, it could also be seen as a sign that the teams were progressing well and did not need to use the platform. Nonetheless, mentors were aware of the importance of prompting teams; for example:

‘For the online aspect I think it was a nice, quick, efficient way to get in contact with the students. The students I feel could have been a bit more communicative more regularly. They didn’t tend to take the initiative when it came to communication so the mentor had to constantly go “OK, I would like an update for this” or “a deadline is coming up, do you have any questions”. They didn’t really have many questions

regarding additional things. They seemed pretty OK with what they were doing. I felt like the website format was great for all the projects, I just feel sometimes the students [unclear]. I messaged my group when I recognised “oh they’re not messaging me as much and they’re not giving me any feedback”, so I messaged them “I would appreciate more feedback” so from that point on they were giving regular feedback so it was quite like you had to tell them “I would like more feedback. I’m a bit disappointed that there hasn’t been a lot” and then they would send me “OK” and then respond and communicate more.’ (StP/M5)

There was, then, a range of experience regarding the use of the online mentoring platform, and the student mentors gave accounts that illustrated the importance of mentors being proactive in their role.

3.3.3.5 Mentors’ views of the impact of Shooting the Past

The student mentors provided a number of examples of the impact of Shooting the Past. These included enhancing the young people’s knowledge and understanding of university; providing the opportunity for the school pupils to undertake their own piece of research; the opportunity to learn new film and history-related skills; and boosting skills such as team working, and communication skills.

The launch event, the fact that the project is embedded in the university, and the nature of the work and skills associated with the Shooting the Past project all contributed to the student mentors’ view that there was clear, positive, impact. One mentor summed this up, saying:

'I think the aims [of Shooting the Past] were pretty much fulfilled to be honest. In terms of university, because of the launch they got to see the university, and also that kind of influences them as well, so it applies to Warwick, or any other campus university, because my group really liked that campus environment. In terms of developing their skills, it was mental, literally. That girl [name], she was absolutely a star. If her team weren't speaking that much, she'd encourage them, and getting that leadership skill. And then, they were working together as a team, and they got really good work out of it [...] And I think communication skills were also developed during the launch, and everyone was speaking on the e-platform [mentoring] – so I think it was really good in terms of developing those skills.' (StP/M1)

Another mentor noted that Shooting the Past offered the young people a chance to engage in a way that 'schools don't necessarily offer' (StP/M5). One of the mentors also gave a good example of the direct impact of the project on one particular pupil, while, at the same time, noting that there could well be longer-term impact that the young people might not immediately recognise:

'I think it might not make a massive impact on some people [but] I know a few of the individuals absolutely loved the filming so afterwards they went away and spoke to I think it was one of the lecturers that taught the filming aspect over the weekend and he was going to go off and make a few more films, which is obviously incredible, so he has found out this is a passion that he loves. I think regarding other people some of them didn't enjoy it as much but I think just the fact that they were meeting new people, working together and they had to present at the end, not present but had to stand up and they were asked a few questions, kind of informally, but just doing that I think is invaluable practice that they might not appreciate now but I think in the future is definitely invaluable.' (StP/M4).

4. E-mentoring

4.1 E-mentoring engagement data

As noted (see 1.1.2), UniTracks' planning for 2017/18 incorporated two e-mentoring schemes to be run in conjunction with the Brightside Trust. One of the schemes was for Year 11 UniTracks' members who took part in the GCSE Bootcamp, the other was for Year 12 members. Difficulties, including negotiations with the Brightside Trust over the contract for the two e-mentoring schemes, impacted upon the start dates and running of both schemes. The intention of the evaluation had been to carry out interviews with the mentors and mentees at the beginning and the end of the two schemes. However, mentors who were contacted at the end of April and the first two weeks of May reported that little, if nothing, had occurred. As a result, it was not possible to collect any of that data. However, UniTracks was able to provide basic engagement figures for the Year 11 and Year 12 e-mentoring schemes. These figures were provided on 22 August, 2018, and came from the Brightside e-platforms. The key elements of those engagement reports are reported here.

4.1.1 E-mentoring engagement for the Year 11 scheme

The e-mentoring engagement figures for Year 11 are broken down into mentor, mentee, and contact data. There were 10 mentors, and 35 Year 11 UniTracks' mentees. Reflecting the initial planning, the mentor/mentee online links were largely created in January (19 on 8th January; eight on the 9th January; and five on 26th January), with a further three created on 11th August. Contacts in the form of messages from mentors to mentees, and vice versa, were recorded. The average number of messages sent by the mentors to their mentees was seven, with all mentees, excepting one, being contacted at least once. One was contacted five times, and two, seven times each. The average number of messages sent by the mentees to mentors was one message. Fifteen of the mentees sent no messages at all, and the highest number of messages from a mentee to a mentor was five messages. In terms of the last time there was activity on the e-platform, one was in April, 17 in May, five in June, and 12 in August.

4.1.1 E-mentoring engagement for the Year 12 scheme

There were 12 mentors and 25 mentees registered on the Year 12 e-mentoring scheme. The online links were created at the end of 2017, and the beginning of 2018, with one created in November 2017 (along with an earlier contact created in April 2017); seven in February, 2018; 14 in March 2018; one in April; and one in August, 2018. The mentees sent the mentors an average of four messages, with one mentee sending 13 messages, one sending nine messages, and another sending eight messages. Seven mentees sent no messages. Mentors sent an average of eight messages, with one sending 13 messages to one mentee, another sending 10, one sending nine, and two sending eight. The final contact details showed last contacts in March, April, May, June and July, with most (nine) taking place during March.

4.1.1 E-mentoring conclusions

The e-mentoring programme for the Year 11 and 12 UniTracks' students was planned as a new addition to the UniTracks' offer for the school year 2017/18. Although UniTracks and the Brightside Trust had a long history of working together on widening participation, difficulties arose concerning these two online mentoring schemes. As a result, the schemes did not offer year-long mentoring support. Further, after a delayed start, the engagement figures showed low levels of engagement. Why this was the case is unclear as it was not possible for the evaluation to gather interview data from mentors or mentees.

5. Conclusions

The 2017/18 UniTracks programme delivered a number of projects for UniTracks members: the Year 10 UniTracks launch, and the start of 'We Are UniTracks'; the Big Deal competition; Shooting the Past; Year 11 GCSE Bootcamp; Year 12 'Mini-Research' project; and the Year 13 A level Bootcamp. However, some other projects that had been planned for 2017/2018

failed to be presented, or were only partially presented: Year 11 e-mentoring; Year 12 e-mentoring; and the Year 12 academic assignment.

Previous evaluation work, carried out by CEDAR, had established the generally effective processes of the Year 10 UniTracks launch; the Big Deal competition; Shooting the Past; the GCSE Bootcamp, and E-mentoring. The aim of the evaluation for 2017/18 was to sharpen the focus on establishing the impact of the key UniTracks' projects, including the Big Deal, Shooting the Past; and Year 11 and Year 12 e-mentoring. However, difficulties in gathering data, which had been apparent in previous evaluations of UniTracks, were enhanced this year. For example, the delivery of pre and post project surveys, which were administered by UniTracks, was partial and limited. There were also difficulties in recruiting participants for interview; and the late-running, and limited delivery, of the e-mentoring schemes also impacted on data collection. As a result, this evaluation report can only provide snapshot evidence in relation to the impact of UniTracks in 2017/18.

Snapshot impact evidence suggests that:

Big Deal:

- Both the survey data, and the interview data suggest that the young people had high expectations of the competition, which were largely fulfilled; that they were a well-motivated group; and that the impact of taking part was more notable in terms of skills and knowledge than ideas about the young people's futures.

- In terms of the experience of taking part in the Big Deal, the highlighted experiences were visiting the University of Warwick, having an overnight, residential, experience, and being able to talk to university undergraduates.

Shooting the Past:

- Shooting the Past participants had a positive experience of the project, were motivated to do well, and remained interested in the various aspects of film-making and history covered by Shooting the Past.
- Shooting the Past provided additional incentives to already motivated young people to attend a research-led university.
- Shooting the Past had most impact in terms of research project experience, team working, and confidence-building.

E-mentoring:

- Difficulties with the presentation of e-mentoring in 2017/18 prevented any conclusions being made.

Appendix 1. Surveys.

[ADD CEDAR TREE LOGO AND UNIVERSITY OF WARWICK LOGO AT THE TOP OF THE PAGE]

UniTracks Year 10, Shooting the Past, 2018. First online survey.

About UniTracks

As part of its commitment to widening participation in higher education, the University of Warwick runs a number of schemes designed to support school students in their education. One such scheme is UniTracks, for school students in Years 10 – 13. In order to assess the effectiveness of the scheme, UniTracks is being evaluated by researchers from the Centre for Educational Development, Appraisal and Research (CEDAR), the University of Warwick.

What are you being asked to do?

The evaluation team from CEDAR are collecting the views of the young people involved in UniTracks in order to understand what they think are the strong, and less strong, points of the scheme. We would like you to complete this short, online survey at the start of *Shooting the Past*, and another survey at the end of *Shooting the Past*. Your answers will be confidential, and kept by CEDAR on a password protected data base on secure University of Warwick servers. When the material is used to write evaluation reports it will be anonymised. If you have any questions about the survey or the evaluation, contact Dr. Stephen Cullen, CEDAR, University of Warwick, CV4 7AL, S.M.Cullen@warwick.ac.uk.

Consent:

Please tick the boxes.

[ADD BOX] I confirm that I have read and understood the above information concerning this survey, and know who to contact to ask any questions.

[ADD BOX] I understand that participation in the survey is voluntary and that I can stop whenever I want to.

[ADD BOX] I agree to participate in the survey.

1. Name (we need this to match your beginning and end of online mentoring surveys):

Surname:

Given name:

2. How would you describe your ethnicity:

3. Gender:

4. About you and Shooting the Past.

(Please tick one box in each row)

	Totally disagree	Disagree	Neither agree nor disagree	Agree	Totally agree
a) I am interested in film making.					
b) I am interested in film editing.					
c) I am interested in script writing.					
d) I am interested in history.					
e) I am interested in oral history.					

5. Working in a Shooting the Past team:

(Please tick one box in each row)

Thinking about the Shooting the Past project, and working with other students in your school team, do you think that:					
	Totally disagree	Disagree	Neither agree nor disagree	Agree	Totally agree

a) You will have an enjoyable time.					
b) You will have to work hard.					
c). You will learn new team working skills.					
d). You will learn new skills relating to film-making.					
e) You will learn new skills relating to history.					
f) You will learn new writing skills.					
g) You will learn new presentation skills.					
h) You will learn new organisational skills.					
i) You will learn new analytical skills.					

6. Being involved in Shooting the Past

(Please tick one box in each row)

Do you think that being involved in Shooting the Past will:					
	Totally disagree	Disagree	Neither agree nor disagree	Agree	Totally agree
a) Make you interested in a career in film, TV, or visual media.					

b) Provide you with skills that will help at school.					
c).Provide you with skills that will help you with your post-school career.					
d).Possibly change your ideas about what you would like to do at university.					
e).Possibly change your ideas about your future career.					

Thank you for completing this survey. You will have the chance to complete the second survey at the end of the Shooting the Past project.

[ADD CEDAR TREE LOGO AND UNIVERSITY OF WARWICK LOGO AT THE TOP OF THE PAGE]

UniTracks Year 10, Shooting the Past, 2018. Second online survey.

About UniTracks

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What are you being asked to do?

The evaluation team from CEDAR are collecting the views of the young people involved in UniTracks in order to understand what they think are the strong, and less strong, points of the scheme. Now you have come to the end of *Shooting the Past*, we would like you to complete this short survey about the project. Your answers will be confidential, and kept by CEDAR on a password protected data base on secure University of Warwick servers. When the material is used to write evaluation reports it will be anonymised. If you have any questions about the survey or the evaluation, contact Dr. Stephen Cullen, CEDAR, University of Warwick, CV4 7AL, S.M.Cullen@warwick.ac.uk.

Consent:

Please tick the boxes.

[ADD BOX] I confirm that I have read and understood the above information concerning this survey, and know who to contact to ask any questions.

[ADD BOX] I understand that participation in the survey is voluntary and that I can stop whenever I want to.

[ADD BOX] I agree to participate in the survey.

7. Name (we need this to match your beginning and end of project surveys):

Surname:

Given name:

8. How would you describe your ethnicity:

9. Gender:

10. About you and Shooting the Past.

Now you have done Shooting the Past, what do you think about film and history?

(Please tick one box in each row)

	Totally disagree	Disagree	Neither agree nor disagree	Agree	Totally agree
a) I am still interested in film making.					
b) I am still interested in film editing.					

c) I am still interested in script writing.					
d) I am still interested in history.					
e) I am still interested in oral history.					

11. Working in a Shooting the Past team:

(Please tick one box in each row)

Now you have done Shooting the Past, what do you think about the work you did and the skills that you may have acquired? Do you think that:					
	Totally disagree	Disagree	Neither agree nor disagree	Agree	Totally agree
a) You had an enjoyable time.					
b) You worked hard.					
c) You learnt new team working skills.					
d) You learnt new skills relating to film-making.					
e) You learnt new skills relating to history.					
f) You learnt new writing skills.					
g) You learnt new presentation skills.					
h) You learnt new organisational skills.					

i) You learnt new analytical skills.					
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12. Being involved in Shooting the Past

(Please tick one box in each row)

Do you think that being involved in Shooting the Past:					
	Totally disagree	Disagree	Neither agree nor disagree	Agree	Totally agree
a) Made you more interested in a career in film, TV, or visual media.					
b) Provided you with skills that will help at school.					
c) Provided you with skills that will help you with your post-school career.					
d) Possibly changed your ideas about what you would like to do at university.					
e) Possibly changed your ideas about your future career.					

Thank you for completing this survey. You will have the chance to complete the second survey at the end of the Shooting the Past project.

[ADD CEDAR TREE LOGO AND UNIVERSITY OF WARWICK LOGO AT THE TOP OF THE PAGE]

UniTracks - The Big Deal challenge, 2018.

First online survey.

About UniTracks

As part of its commitment to widening participation in higher education, the University of Warwick runs a number of schemes designed to support school students in their education. One such scheme is UniTracks, for school students in Years 10 – 13. In order to assess the effectiveness of the scheme, UniTracks is being evaluated by researchers from the Centre for Educational Development, Appraisal and Research (CEDAR), the University of Warwick.

What are you being asked to do?

The evaluation team from CEDAR are collecting the views of the young people involved in UniTracks in order to understand what they think are the strong, and less strong, points of the scheme. We would like you to complete this short, online survey at the start of the Big Deal, and another survey at the end of the competition. Your answers will be confidential, and kept by CEDAR on a password protected data base on secure University of Warwick servers. When the material is used to write evaluation reports it will be anonymised. If you have any questions about the survey or the evaluation, contact Dr. Stephen Cullen, CEDAR, University of Warwick, CV4 7AL, S.M.Cullen@warwick.ac.uk.

Consent:

Please tick the boxes.

[ADD BOX] I confirm that I have read and understood the above information concerning this survey, and know who to contact to ask any questions.

[ADD BOX] I understand that participation in the survey is voluntary and that I can stop whenever I want to.

[ADD BOX] I agree to participate in the survey.

1. Name (we need this to match your beginning and end Big Deal surveys):

Surname: _____

Given name: _____

2. How would you describe your ethnicity: _____

3. Gender: _____

4. About you and the Big Deal.

(Please tick one box in each row)

	Totally disagree	Disagree	Neither agree nor disagree	Agree	Totally agree
a) I would like to know more about running a business.					
b) I would like to know more about marketing.					
c) I would like to know more about how to budget for a business.					
d) I would like to know more about how to design a product or service for sale.					

5. Working in a Big Deal team:

(Please tick one box in each row)

Thinking about the next the weeks of the Big Deal competition, and working with other students in your Big Deal team, do you think that:					
	Totally disagree	Disagree	Neither agree nor disagree	Agree	Totally agree
a).You will have an enjoyable time.					

b).You will put a lot of effort into the competition.					
c).You will learn new team working skills.					
d).You will learn new communication skills.					
e) You will learn new presentation skills.					

6. Being involved in the Big Deal.

(Please tick one box in each row)

Do you think being involved in the Big Deal will:					
	Totally disagree	Disagree	Neither agree nor disagree	Agree	Totally agree
a) Make you more interested in a business career.					
b) Provide you with skills that will help at school.					
c) Provide you with skills that will help you with your post-school career.					
d) Possibly change your ideas about what you would like to do at university.					

e) Possibly change your ideas about your future career.					
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Thank you for completing this survey. You will have the chance to complete the second survey at the end of the Big Deal competition.

[CEDAR TREE LOGO AND UNIVERSITY OF WARWICK LOGO AT THE TOP OF THE PAGE]

UniTracks - The Big Deal challenge, 2018.

Second online survey.

About UniTracks

As part of its commitment to widening participation in higher education, the University of Warwick runs a number of schemes designed to support school students in their education. One such scheme is UniTracks, for school students in Years 10 – 13. In order to assess the effectiveness of the scheme, UniTracks is being evaluated by researchers from the Centre for Educational Development, Appraisal and Research (CEDAR), the University of Warwick.

What are you being asked to do?

The evaluation team from CEDAR are collecting the views of the young people involved in UniTracks in order to understand what they think are the strong, and less strong, points of the scheme. Now you have come to the end of *The Big Deal*, we would like you to complete this short survey about the project. Your answers will be confidential, and kept by CEDAR on a password protected data base on secure University of Warwick servers. When the material is used to write evaluation reports it will be anonymised. If you have any questions about the survey or the evaluation, contact Dr. Stephen Cullen, CEDAR, University of Warwick, CV4 7AL, S.M.Cullen@warwick.ac.uk.

Consent:

Please tick the boxes.

[ADD BOX] I confirm that I have read and understood the above information concerning this survey, and know who to contact to ask any questions.

[ADD BOX] I understand that participation in the survey is voluntary and that I can stop whenever I want to.

[ADD BOX] I agree to participate in the survey.

1. Name (we need this to match your beginning and end Big Deal surveys):

Surname: _____

Given name: _____

2. How would you describe your ethnicity: _____

3. Gender: _____

4. About you and the Big Deal.

Now you have completed *The Big Deal*, what do you think about business?

(Please tick one box in each row)

	Totally disagree	Disagree	Neither agree nor disagree	Agree	Totally agree
a) I would still like to know more about running a business.					
b) I would still like to know more about marketing.					
c) I would still like to know more about how to budget for a business.					
d) I would still like to know more about how to design a product or service for sale.					

5. Working in a Big Deal team:

(Please tick one box in each row)

Now you have completed <i>The Big Deal</i> competition, what do you think about working with other students in your Big Deal team? Do you think that:					
	Totally disagree	Disagree	Neither agree nor disagree	Agree	Totally agree
a).You had an enjoyable time.					
b).You put a lot of effort into the competition.					
c).You learnt new team working skills.					
d).You learnt new communication skills.					
e) You learnt new presentation skills.					

6. Being involved in the Big Deal.

(Please tick one box in each row)

Do you think being involved in the Big Deal:					
	Totally disagree	Disagree	Neither agree nor disagree	Agree	Totally agree
a) Made you more interested in a business career.					
b) Provided you with skills that will help at school.					

c) Provided you with skills that will help you with your post-school career.					
d) Possibly changed your ideas about what you would like to do at university.					
e) Possibly changed your ideas about your future career.					

Thank you for completing this survey. You will have the chance to complete the second survey at the end of the Big Deal competition.